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ABSTRACT

The extensive media use common today among children and adolescents requires no special literacy skills. Television, video, film, and popular music can also be viewed or listened to without acquiring new skills. Without purposefully teaching the skills to decode the meanings behind the media, however, we leave students, as well as ourselves, in the tenuous position of allowing media to construct our reality. By recognizing that fostering media literacy in students is both a responsibility and an opportunity for educators, teachers will insist that these much needed skills should find their way into the curriculum. In the middle school tradition, this book examines the research on the mass media's impact on students, using the rubric that educators of young adolescents use in approaching their students--that of their intellectual, social, emotional, and physical development. The chapters of the book are: (1) "Towards an Understanding of the Mass Media and the Meaning of Media Literacy"; (2) "The Omnipotent Media? Understanding Media Effects Theories"; (3) "Coming of Age in a Media Culture," including print media, and rules governing media use; (4) "Mind over Media?" including the impact of media on learning and how schools are portrayed in the media; (5) "Lessons on Life: The Media and Social Development"; (6) "Growing Up on the Media: Does It Affect Physical Development?"; (7) "Playing to Emotions: The Media and Affective Development"; (8) "Myths Created by the Media"; (9) "In Search of the Hidden Curriculum: the Case for Media Literacy in Schools Today"; and (10) "Dimensions of a Media Literacy Curriculum." An appendix lists organizations researching media and media literacy. Contains a 561-item bibliography. (HTH)

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